DOCUMENT RESUME

ED 099 565 CE 002 652

| | |
|---|---|
| TITLE | Third Annual Report 1973-74: Cornell Institute for Research and Development in Occupational Education. Miscellaneous Publication No. 75-1. |
| INSTITUTION | New York State Education Dept., Albany. Office of Occupational Education.; State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education. |
| REPORT NO | Misc-Pub-75-1 |
| PUB DATE | 1 Aug 74 |
| NOTE | 33p. |
| EDRS PRICE | MF-$0.75 HC-$1.85 PLUS POSTAGE |
| DESCRIPTORS | Adult Education; *Annual Reports; Career Education; *Educational Research; *Research and Development Centers; *Research Projects; *Vocational Education |

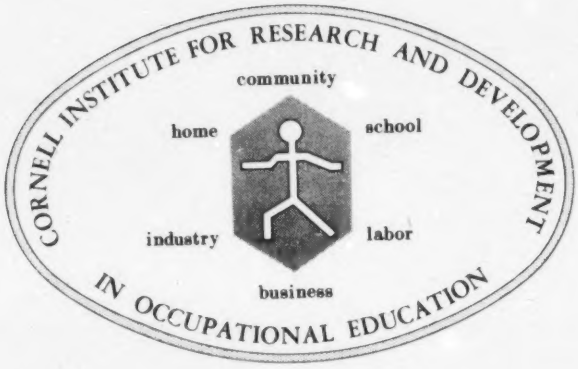
ABSTRACT

The report opens with an outline of the history and goals of the Cornell Institute for Occupational Education and describes the institute and its financial resources for the year 1973-74. The listing of research and development projects is grouped in relation to the four institute goals: (1) to conduct and sponsor research and development projects to aid in the implementation and improvement of programs and services, six projects; (2) to increase effective and efficient dissemination of information about occupational education and research results, one project together with descriptions of the institute's publications; (3) to provide training and experience for present and future professional leaders and researchers in the area of occupational education, six projects; and (4) to provide field services in support of the efforts of the several constituencies served by the institute, four projects. Sections on project development efforts, an external evaluation of the institute by a panel appointed by the Dean of the College of Agriculture and Life Sciences, Cornell University, and a summary conclude the document. (NH)

ED 099565

# THIRD
# ANNUAL REPORT
## 1973-74

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY




Institute for Research and Development in Occupational Education
Department of Education, New York State College of Agriculture
and Life Sciences, Cornell University, Ithaca, New York

in cooperation with:

Office of Occupational Education
New York State Education Department
Albany, New York

AUGUST 1, 1974

Misc. Pub. 75-1

CE002452

**New York State College of Agriculture and Life Sciences**
a Statutory College of the State University
**Cornell University**

Department of Education
Stone Hall
Ithaca, N. Y. 14850

**Cornell Institute for Occupational Education**
Telephone 607-256-6515

August 1, 1974

Memorandum of Transmittal

To: Dr. Helen Wardeberg, Chairman
Department of Education
New York State College of Agriculture
and Life Sciences

Dr. W. Keith Kennedy, Dean
New York State College of Agriculture
and Life Sciences

Dr. Robert S. Seckendorf, Assistant Commissioner
Office of Occupational Education
New York State Education Department

Dr. Louis A. Cohen, Chief
Bureau of Occupational Education Research
New York State Education Department

From: Professor John Wilcox, Director
Institute for Research and Development
in Occupational Education
Department of Education
New York State College of Agriculture
and Life Sciences
Cornell University

I am pleased to act in behalf of the professors, research associates, research assistants and support staff in the Institute in forwarding this summation of their activities during the period July 1, 1973 through June 30, 1974. The report is organized to reflect our accountability for meeting the four primary goals that have been established for the Institute.

Within this structure the report also addresses our accountability for the following grants: VEA 74-C-86, VEA 74-2-238, VEA 74-2-263, ESEA 42-73G-111, HEA 73-059-008, EPDA SED C-6775, VEA CO-73-F-1090, VEA 74-F3-733, and VEA 74-C-838.

Detailed financial reports on each of the grants are under preparation in the Office of the Director of Finance, New York State College of Agriculture and Life Sciences and will be rendered separately as required under the terms of the separate grants.

This third year might be characterized as the year of rapid expansion in the yet brief life of the Institute. This response to the research, development and public service needs of educational institutions could not have been undertaken without the cooperation and commitment of many individuals and groups. A word of appreciation must be expressed to groups that have contributed: the staff of the Office of Occupational Education (SED); the staff of the Bureaus of Two-Year Colleges, Special College Projects, and Inservice Education of the SED; the faculty of the Department of Education at Cornell; the directors of occupational education and coordinators of regional career education projects in New York State.

We are especially indebted to our colleagues who have served on the Institute's Operational Advisory Committee and to members of other Institute Advisory Councils and committees. The administrative support provided by Dr. Helen Wardeberg, Dean W. Keith Kennedy, and Assistant Commissioner Robert S. Seckendorf have been critical to this endeavor.

JW:bf
att.

CONTENTS


| | |
|---|---|
| Memorandum of Transmittal | i |
| History and Goals | 1 |
| Staff and Facilities | 2 |
| Advisory Councils and Committees | 6 |
| Financial Resources | 10 |
| Research and Development Projects | 12 |
| Goal I - Research and Development | 12 |
| Goal II - Dissemination | 15 |
| Goal III - Leadership Training | 16 |
| Goal IV - Field Services | 20 |
| Project Development Efforts | 24 |
| Evaluation | 26 |
| Summary and Look Ahead | 27 |

## HISTORY AND GOALS

This third year (1973-74) in the life of the Institute has involved an expansion in both scope and content of research, development and service activities. The annual report provides an opportunity to document both failures and accomplishments, and to examine the state of the Institute through the lens of its history and purposes.

The Institute for Research and Development in Occupational Education has its roots in a Department of Education response to a request for proposals issued by the New York State Education Department on March 17, 1971.

Following an expression of department interest in assisting the State Education Department, Dr. Louis A. Cohen, Chief of the Bureau of Occupational Education Research and Dr. Carl Wedekind, Director of the Division of Research met with the faculty of this Department of Education on May 13, 1971. They supplied further information about research needs and the State Education Department's desire to establish research and development relationships with two universities through support for two institutes. They expressed a desire to have one of the institutes address its activities to urban needs while the other focused on rural and suburban needs for research and development in occupational education.

Following that meeting, the efforts of a faculty committee coordinated by Dr. Helen L. Wardeberg, Department Chairman, resulted in the submission of a proposal dated June 1, 1971. During August 1971 Dr. Wardeberg received an informal indication of program approval subject to clarification of certain budget items set forth in the proposal. It was understood that the institute to be located at Cornell would give priority to rural and suburban needs while a similar institute to be located at the City University of New York would focus on the needs of urban areas. It was mutually understood that the institutes would receive basic support from Vocational Education Act funds made available through the Office of Occupational Education for a period of three to five years subject to Congressional appropriations for research and development in vocational education.

The goals of the Cornell Institute for Research and Development in Occupational Education as set forth in the proposal and subsequent authorizations and renewals are:

to conduct and sponsor research and development projects to aid in the implementation and improvement of programs and services;

to increase effective and efficient dissemination of information about occupational education and research results;

to provide training and experience for present and future professional leaders and researchers in the area of occupational education;

to provide field services in support of the efforts of the several constituencies served by the Institute.

On the strength of the August 1971 communication, and because the projected starting date of July 1, 1971 was already past, the Director of Research, New York State College of Agriculture and Life Sciences authorized that the Chairman of the Department of Education employ a research associate to act as assistant director of the Institute, effective September 1, 1971. A search for a director was initiated at the same time. Formal approval of a grant of $150,000 for the fiscal year 1972 was transmitted by letter dated September 14, 1971 from Dr. Everett C. Lattimer, Director of the Division of Occupational Education Supervision to Dean Charles Palm of the New York State College of Agriculture and Life Sciences.

Following a search conducted during August and September of 1971 a director was recruited and recommended for appointment as Professor of Education and Director of the Institute, effective November 1, 1971.

The activities of the Institute during fiscal years 1972 and 1973 have been documented in the First Annual Report dated August 18, 1972 and the Second Annual Report of August 1, 1973. Both reports were filed in the offices of the Assistant Commissioner for Occupational Education, the Chief of the Bureau of Occupational Education Research, New York State Education Department; the Associate Dean of the New York State College of Agriculture and Life Sciences and the Chairman of the Department of Education of that college. The Second Annual Report was published as Institute Miscellaneous Publication 74-1 for distribution to occupational educators throughout New York State. It was subsequently accepted by the Educational Research Information Center and is available in hard copy and ERIC microfische.

This Third Annual Report addresses the research and development activities of the Institute during the period July 1, 1973 through June 30, 1974.

## STAFF AND FACILITIES

During the year 1973-74 central staff included the director, associate director and one secretary. Senior research associates and research associates were added where project staffing requirements exceeded the time that could be committed by members of the Cornell faculty.

*Director.* Dr. John Wilcox, formerly Associate Secretary of the American Association of School Administrators, assumed his posts of Professor of Education and Director of the Cornell Institute for Research and Development in Occupational Education on November 1, 1971. A graduate of Cornell University, he earned his doctorate in Education at Cornell.

Dr. Wilcox served New York State schools as teacher and as chief school officer during the period 1942-60. During the years 1962-68, he was Professor of Education at State University College, Oneonta, New York, and Executive Secretary of the Catskill Area School Study Council. In that period of time, he taught educational administration at Cornell's Extramural Center at Binghamton. While on leave from SUCO, 1964-65, he served with the Cornell/USAID team as Dean of the W.V.S. Tubman Teachers College, University of Liberia.

*Associate Director.* Dr. Gene M. Winter joined the Institute as research associate and assistant director on September 1, 1971. He was promoted to Associate Director on July 1, 1973. Dr. Winter's background includes seven years of teaching and administrative experience in the public schools of New York State, four years in private business, and one year of college administrative experience as Financial Analyst for the Statutory Colleges of New York State at Cornell. He received his Ph.D. in Education from Cornell.

*Cooperating Faculty.* Professional assistance in the conduct of specific research and development projects has been supplied to the Institute by faculty who voluntarily commit from that portion of their full-time teaching equivalent allocated to research and public service. During 1973-74, twenty-six members of the Cornell faculty and the Cooperative Extension Service contributed such effort. Such contributions ranged from hours devoted to Institute and Project advisement to as much as 20% of an individual's time devoted to the role of principal investigator or principal consultant for a rigorous research effort. Cooperating faculty include:

Joe P. Bail, Professor of Agricultural and Occupational Education
Arthur L. Berkey, Assistant Professor of Agricultural and Occupational Education
Stephen C. Brock, Associate Director, Center for Improvement of Undergraduate Education
Harold R. Capener, Professor of Rural Sociology
J. David Cullings, Associate Director, Career Center
Harold R. Cushman, Professor of Agricultural and Occupational Education
William E. Drake, Professor of Agricultural and Occupational Education
Joan R. Egner, Associate Professor of Educational Administration
Dennis U. Fisher, Assistant Professor, Department of Agricultural Economics
Marvin D. Glock, Professor of Educational Psychology
Jackson O. Hall, Executive Assistant to the President
Emil J. Haller, Associate Professor of Educational Administration
Dalva E. Hedlund, Associate Professor of Occupational Psychology and Guidance
J. Paul Leagans, Professor of Continuing Education
G. Michael McHugh, Director, Public Affairs Education Programs
Kay M. Moore, Assistant Professor of Education
Lucinda A. Noble, Associate Dean, College of Human Ecology
Joseph D. Novak, Professor of Science Education
George J. Posner, Assistant Professor of Education
Richard E. Ripple, Professor of Education Psychology
Richard Saltford, Program Specialist, Cooperative Extension
Robert A. Scott, Associate Dean, College of Arts and Sciences
Allyn D. Smith, Senior Extension Associate, Cooperative Extension
Frederick H. Stutz, Professor of History of Education
Bert W. Swift, Assistant Professor of Policy Planning and Regional Analysis
Helen L. Wardeberg, Professor of Education
Lyle L. Wicks, Education Extension Specialist

*Senior Research Associates*. Authorization and funding of two major state-wide research and development efforts during 1973-74 called for professional involvement beyond anything that members of the faculty could undertake in addition to their ongoing commitments. It was decided that the responsibility involved required the preparation and experience required of an associate professor. The Senior Research Associateship at Cornell is viewed at that professional level with special expertise in research.

Dr. James Bennett joined the staff on May 23, 1974; assuming responsibility for a grant to develop an Occupational Education Materials Evaluation Service. Dr. Bennett earned his A.A. in Business and Accounting at Keystone Junior College, a B.S. in marketing and production-management and an M.B.A. at Syracuse University and his Ph. D. at The Ohio State University.

During the period 1969-74 he was Assistant Professor of Education at Rutgers - The State University at New Brunswick, NJ. Prior experience included coordinator of Cooperative Education with the Aero Space Services Division of Pan American Airlines; Teacher-Coordinator of Distributive Education at Polk Junior College; and Instructor of Marketing at State University Agricultural and Technical College, Alfred, NY.

Dr. Alan R. Edsall joined the staff on March 1, 1974; assuming responsibilities for a state-wide assessment of professional needs in occupational education. Dr. Edsall earned his B.S. at Rutgers University, M.Ed. at University of Delaware and Ph.D. at Colorado State University. During the period 1971-74 he served as Director of the Career and Vocational Center at the University of Nevada and concurrently as Nevada State EPDA Coordinator with the rank of Associate Professor. His previous experience included 19 years as instructor of vocational agriculture and adult education.

*Research Associates*. Six professionals joined the Institute staff during 1973-74 as research associates, a Cornell rank equivalent to that of assistant professor.

Dr. LaVerna M. Fadale earned the B.S. at SUC Fredonia, the Ed. M. at SUC Buffalo and the Ph.D. at Cornell. Dr. Fadale's experience includes Assistant Professor of Education at SUC Cortland and fifteen years of elementary school teaching experience in the public schools of New York and Texas. Her current Institute assignment involves research and development projects in Career Education.

Dr. Barbara Montgomery served with the project staff for the Two-Year College Curriculum Decision Model during the period September 1973 to April 1974. Dr. Montgomery earned an A.B. at Radcliffe College, M.A. at City University of New York and M.A. and Ph.D. at Cornell. She left the Institute staff to accept a position at the University of Abidjon, Ivory Coast, West Africa.

Dr. Martha Muncrief earned the B.S. at Furman College, the M.S. at Cornell and the Ph.D. at The Ohio State University. Her experience includes a Research Associateship at the Center for Vocational and Technical Education, four years as an instructor at Oklahoma State University, an internship in Latin American Education in Venezuela, Peace Corps volunteer in Chile and two years teaching Home Economics in Georgia. Dr. Muncrief has conducted research in connection with the Associate Degree Nursing Program in New York State.

Dr. Donovan Russell earned his Bachelor's and Master's degrees at the State University of New York and the Ph.D. at Cornell with additional graduate work at the Universities of Maryland and Rochester. His most recent experience was as Director of Planning in the Department of Education, Charlottetown, Prince Edward Island, Canada. He has six years experience as teacher and principal in New York and Maryland. Dr. Russell is a member of the staff of the Central Region Continuing Education Studies.

Dr. Helen C. Veres earned the A.B. at Misericordia College, the M.S. at SUC Cortland and the Ph.D. at Cornell, with additional study at the University of Scranton and Ithaca College. She has eight years experience as a teacher of social studies and two years as guidance counselor in the Vestal Central Schools, Vestal, NY. During 1973-74 Dr. Veres has spent half-time on research associated with the role of women in two-year colleges and half-time as a member of the staff of the Central Region Continuing Education Studies.

Robert B. Young joined the staff of the Two-Year College Curriculum Decision Model project in May 1974. Mr. Young earned the A.B. at the University of Rochester, the M.S. at California State University, Los Angeles, and is a candidate for the Ph.D. at the University of Illinois, Urbana. His experience includes five years of counseling in community colleges in New York, New Jersey and Ohio, and admissions counseling at the University of Illinois.

*Research Assistants*. The research and development effort provided by research assistants has been essential to the Institute's accomplishment of its goals. Assistants are selected on the basis of their interest in specific Institute program areas and the expertise they can apply to those areas. Appointments are generally limited to doctoral candidates who have formal preparation in research design, statistics and/or evaluation. A research assistant devotes 15 hours per week to his assignment with the Institute. Wherever possible the research assistant's assignment is made congruent with chosen research for the dissertation. Where appropriate such an arrangement has proven mutually beneficial to the individual and the Institute.

During 1973-74, 19 research assistants served with the Institute:

Peter Botsman, Paul Clements, Sharon Davis, William Deyo, Elizabeth Dow, Marlene Ginsburg, Peter Gray, Michael Herriman, Dorothy Jackson, Gladys Johnston, Steve Korducavich, Sarla Lall, Leta Livoti, Myra Malmed, Jeanette Miccinati, J. Donald Moore, Jill Posner, Alan Rudnitsky, Robert Serow.

*Secretarial Staff.* Mrs. Beverly French has served as senior member of the secretarial staff during 1973-74. Mrs. Patricia Sawhney served as secretary to the Central Region Continuing Education Studies group and the Director. Part-time secretarial services were provided by Mrs. Carol Adomiak and Gwendolyn Wells.

## ADVISORY COUNCILS AND COMMITTEES

The conceptual design for the Institute incorporates advisory committees as essential to the process involved in the identification of needs, development of goals, establishment of priorities, and identification of resources.

In January 1972, eleven individuals were invited to two-year terms of membership on the Institute Advisory Council:

Mr. William S. Asher, Director of Public Relations, Xerox Corporation

Dr. Lee Cohen, Director, Institute for Research and Development in Occupational Education, Office of Teacher Education, City University of New York

Dr. David H. Huntington, President, New York State Agricultural and Technical College, Alfred, New York

Mrs. Elizabeth Duncan Koontz, Director, Women's Bureau, U.S. Department of Labor

Mr. Robert M. McGlotten, Executive Director, Human Resources Development Institute, AFL-CIO

Dr. William F. Phelan, Past President, NYS Council of Chief School Administrators

Dr. Robert F. Risley, Vice Provost, Cornell University

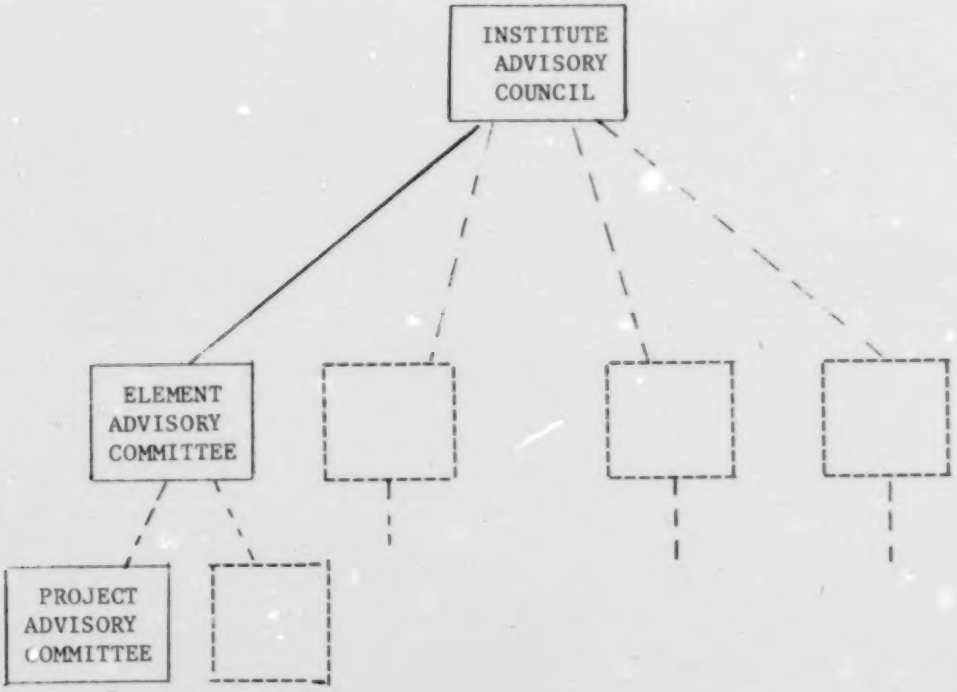
Dr. Richard E. Ten Haken, Superintendent, Monroe County BOCES #2, New York

Dr. Helen L. Wardeberg, Chairman, Department of Education, Cornell University

Dr. Louis Cohen (ex-officio), Chief, Bureau of Occupational Education Research, New York State Education Department

Dr. Robert S. Seckendorf (ex-officio), Assistant Commissioner for Occupational Education, New York State Education Department

As the Institute's work has grown in scope and complexity, the effort has been administratively allocated to six program elements. During 1973-74 efforts were initiated toward organization of an advisory committee for each program element. During 1974-75, with expiration of appointments, the Institute advisory council will be reorganized to include representatives from each element advisory committee.




Three element advisory committees have been organized and have met at least once during 1973-74.

*Occupational Education Element*

Mrs. Margaret Anderson, President, New York State Health Occupations Educators Association, 410 West 24th Street, New York, New York 10011

Dr. Justice Cheney, State University College at Oswego, Oswego, New York 13126

Ms. Margaret Dewar, Supervisor, Home Economics Education, Syracuse City School District, 409 W. Genesee Street, Syracuse, New York 13202

Dr. Sherman Dryer, Dean, State University College at Buffalo, 1300 Elmwood Avenue, Buffalo, New York 14222

Ms. Angela Gentile, Career Education Coordinator, Oneida II BOCES, Box 498, Stittville, New York 13469

Dr. David Huntington, President, Alfred Agricultural and Technical College, PO Box 806, Alfred, New York 14802

Mr. John McCormick, Assistant Superintendent for Instruction, Monroe BOCES #1, 41 O'Connor Road, Fairport, New York 14450

Mr. Justus A. Prentice, District Superintendent, Rockland BOCES, 61 Parott Road, West Nyack, New York 10994

Mr. Dennis Regan, Curriculum Coordinator, Cortland-Madison BOCES, Clinton Avenue Extension, Cortland, New York 13045

Mr. Raymond J. Schoeberlein, Director, Greene #2 BOCES, Rexmere Park, Stamford, New York 12167

Mr. Howard Sidney, Agricultural and Technical College at Cobleskill, Cobleskill, New York 12043

Mr. Bertram Wallace, Director, Occupational Education Programs, 145 Palmer Road, Yonkers, New York 10701

*Continuing Education Element*

Mrs. Norma Bartle, R.D. #5, Oswego, New York

Mrs. Phyllis Blackmer, Director, Women's Division, Marine Midland Central, South Warren Street, Syracuse, New York 13203

Mr. Gino Canale, Chairman, Central Region Sub-Committee on Continuing Education, Broome Community College, Binghamton, New York 13902

Mr. Douglas R. Clark, Manager, M.P.D.-Mfg., Oneida Ltd., Oneida, New York 13421

Mrs. Sylvia Faibisoff, Executive Director, South Central Research Library Council, Sheldon Court, College Avenue, Ithaca, New York 14850

Mr. Robert French, 7733 Forest Way Court, Liverpool, New York 13088

Dr. Jackson Hall, Executive Assistant to the President, 300 Day Hall, Cornell University, Ithaca, New York 14850

Mr. Robert Henderson, Superintendent, Auburn Correctional Facility, 135 State Street, Auburn, New York 13021

Mr. Richard V. Hannis, Metro Director, Southern Tier N. Alliance of Businessmen, Suite 407, 19 Chenango Street, Binghamton, New York 13901

Dr. Richard Jones, President, SUNY/Cortland, Cortland, New York 13045

Mr. Keith Martin, Director, Roberson Center for the Arts and Sciences, 30 Front Street, Binghamton, New York 13901

Mr. Thomas Mecca, Assistant to the President for Planning Development, Tompkins-Cortland Community College, Dryden, New York 13053

Professor Frank Miller, Chairman, Manpower Studies, School of Industrial and Labor Relations, Cornell University, 393 Ives Hall, Ithaca, New York 14850

Rev. William Reilly, President, LeMoyne College, Syracuse, New York 13202

Mr. James Schneider, Executive Vice President, Manufacturers Association of Syracuse, 770 James Street, Syracuse, New York 13203

Dr. John G. Seeley, Governor, District 717 of Rotary International, 1344 Ellis Hollow Road, R.D. 2, Ithaca, New York 14850

Mr. Edward C. Telling, Bellview Avenue, Cortland, New York 13045

Mrs. Martha H. Thompson, 61 West Mohawk Street, Oswego, New York 13126

Mr. Walt Tucker, Vocational Chairman, District 717 of Rotary International, 20 Maple Lane, Deposit, New York 13754

Mr. Edward Witko, District Superintendent, Tompkins-Seneca-Tioga BOCES, 555 Warren Road, Ithaca, New York 14850

Mr. Patrick Lozito, Director, Oswego County Federal-State Aid Office, 200 North Second Street, Fulton, New York 13069

*Career Education Element*

The Directors and Co-Directors of eleven EPDA financed institutes for Career Education have served as an advisory group to this program element.

Dr. Julia E. DeCarlo, Director, Career Educ. Middle School Institute, Graduate School of Education, C.W. Post Center, Long Island University, Greenvale, New York 11548

Dr. Edgar J. Tulloch, Director, Career Educ. Middle School Institute, Room 108, Morgan III, SUC Brockport, Brockport, New York 14420

Dr. Ruth Ferguson, Director, Career Educ. Middle School Institute, School of Education, Pace University, New York 10038

Dr. Kenneth Hoeltzel, Co-Director, Career Educ. Middle School Institute, 031D Hawkins Hall, SUC Plattsburgh, Plattsburgh, New York 12901

Dr. Constant A. Madon, Co-Director, Career Educ. Middle School Institute, C.W. Post Center, Long Island University, Greenvale, New York 11548

Dr. Jack R. Dudley, Co-Director, Career Educ. Middle School Institute, Morgan III, SUC Brockport, Brockport, New York 14420

Dr. Francis Brady, Director, Career Education Middle School Institute, Elmira College, Elmira, New York 14901

Dr. Douglas Aldrich, Director, Career Educ. Middle School Institute, Elementary Education Department, Poucher Hall, SUC Oswego, Oswego, New York 13126

Mrs. Eileen M. Wardner, Director, Career Educ. Middle School Institute, 247 Hawkins Hall, SUC Plattsburgh, Plattsburgh, New York 12901

Dr. Joseph M. O'Connell, Director, Career Educ. Middle School Institute, 1065 Thompson Hall, SUC Fredonia, Fredonia, New York 14063

Dr. Jerome Whalen, Co-Director, Associate Professor of English, Career Educ. Middle School Institute, Elmira College, Elmira, New York 14901

Mr. Thomas Fitzgibbons, Co-Director, Career Educ. Middle School Institute, Poucher Hall, SUC Oswego, Oswego, New York 13126

Dr. Phil Lewis, Co-Director, Career Educ. Middle School Institute, School of Education, Pace University, New York, New York 10038

Mr. Charles F. Graber, Co-Director, Career Educ. Middle School Institute, School of Education, Milne School, SUNY Albany, Albany, New York 12203

Dr. Richard Knudson, Director, Career Educ. Middle School Institute, 321 Administration Bldg., SUC Oneonta, Oneonta, New York 13820

Dr. Frank Thompson, Co-Director, Career Educ. Middle School Institute, Pace University (Westchester Campus), Bedford Road, Pleasantville, New York 10570

Dr. Richard J. McCowan, Career Educ. Middle School Institute, SUC Buffalo, 1300 Elmwood Avenue, Buffalo, New York 14222

Dr. Nelson J. Armlin, Director, Career Educ. Middle School Institute, Milne School, SUNY Albany, Albany, New York 12203

Dr. Philip Morse, Co-Director, Career Educ. Middle School Institute, SUC Fredonia, Fredonia, New York 14063

Mr. Donald Starkweather, Co-Director, Career Educ. Middle School Institute, SUC Oneonta, Oneonta, New York 13820

Dr. Fred Bunt, Co-Director, Career Educ. Middle School Institute, Pace University (Westchester Campus), Pleasantville, New York 10570

*Other Elements*. Advisory committees to the Two-Year College and Instructional program elements will be appointed prior to completion of the reorganization of the Institute's central advisory council.

*Facilities*. The Institute has outgrown the office facilities available in Stone Hall on the University campus. During the spring of 1974 rental facilities were acquired at Research Park, Building No. 1, adjacent to the Tompkins County Airport. The offices and workrooms of the Occupational Education and Continuing Education elements have been moved to that site. Office space for the Director, Associate Director, and the Two-Year College and Career Education elements will continue to be made available through the Department of Education in Stone Hall.

The ancillary facilities of the Department of Education are available for use by members of the Institute staff. All Institute grants are processed through the Business Office for the Statutory Colleges. Printing services, computer services and graphics services are purchased from established University centers on an as-needed basis.

The University libraries with total holdings in excess of four million volumes are essential to the Institute's activities. This is especially true of Mann Library, College of Agriculture and Life Sciences, with its extensive holdings in education and the microfiche of the ERIC system.

## FINANCIAL RESOURCES 1973-74

During the year 1973-74 the Institute received a total of $684,473 from grants, contracts, advances and reimbursements. Of this amount, $258,819 was received in grants of VEA monies awarded by the Office of Occupational Education, New York State Department of Education. Four projects bridging two fiscal years account for $272,573 in grants which will also be reported in the Fourth Annual Report, 1975.

| Grant | Amount | |
|---|---|---|
| VEA-74-C-86<br>Basic Institute Grant | 100,000 | |
| VEA-74-2-238<br>ADN Programs | 28,940 | |
| VEA-74-2-263<br>Two-Year College Curriculum | 42,800 | |
| ESEA 42-73G-111 | 14,650 | |
| HEA 73-059-008<br>Continuing Education | 126,102<br>63,554 | <br>(Local, In-Kind) |
| EPDA, SED C-67775<br>Career Education Institutes | 26,500<br>33,863 | FY '73-74<br>FY '74-75 |
| VEA CO-73-F-1090<br>Teacher Institutes | 5,628 | |
| VEA 74-F3-733 | 9,209 | |
| VEA 74-C-838<br>Needs Assessment | 72,242 | FY '74-75 |
| EPDA (Letter Commitment)<br>Materials Evaluation | 139,968 | FY '74-75 |
| Contracts: Two-Year College Evaluation | | |
| SUC Delhi | 1,500 | |
| Onondaga CC | 4,500 | |
| Schenectady CC | 1,500 | |
| Ulster CC | 1,017 | |
| Tompkins-Cortland CC | 700 | |
| Contracts: Regional Career Education Projects | | |
| Del-Broome-Tioga | 2,000 | |
| Del-Chen-Madison | 2,000 | |
| Greene-Del-Otsego | 2,000 | |
| Oneida-Madison | 2,000 | |
| Saratoga | 2,000 | |
| Advance on Royalties<br>C.E. Merrill Co. | 1,800 | |

## RESEARCH AND DEVELOPMENT PROJECTS 1973-74

The four Institute goals, as set forth in the preceding section entitled HISTORY AND GOALS, have been major criteria determining the research and development activities of the Institute. This section of the Third Annual Report addresses descriptions of projects as they related to those goals.

*Goal: to conduct and sponsor research and development projects to aid in the implementation and improvement of programs and services.*

Project 74-1: Associate Professor Joan R. Egner assisted by
(VEA-74-C-86) Research Assistant Dorothy J. Jackson

The purpose of this study was to develop curricular materials in the form of a mini course to assist eleventh grade students in improving their career decision making skills. The Peter Blau et al. model of occupational choice and a career decision making model served as a framework. Decision making models were reviewed and synthesized to form the new Jackson-Egner (J-E) Career Decision Making Model applicable to adolescent career choice. Emphasis in the Model is on the individual decision maker; his options, his values and information he knows about occupations. Probability, action and flexible choice follow in the Decision Making Model sequence.

Redefined Blau factors were inserted in the J-E Model from which the Mini-Course Framework emerged as a Values, Occupational Information and Decision Point packet. The course received trial use in two schools (city and rural central) by an academic group of boys and girls. Utility was assessed by Crites' Attitude Scale of the Career Maturity Inventory, Career Decision-Making questionnaires used a pre- and post-tests, and a Counselor Evaluation Form. Increased post-test mean scores on the CMI and increased post-test weighted scores on knowledge students had about themselves and occupations were reported. Students saw more occupational choice and a number saw that their first and second choices might not be the best for them.

Extending the duration of the course, offering it to a larger population, more attention to training in the decision making process, skills in value clarification, and sensitivity to student needs were recommended.

The course helped provide the process and strategy for improved career decision making. The study helped further determine the conceptual utility of the Blau model and illustrated that the model lends itself to pragmatic utility.

Project 74-4: Associate Professor Emil J. Haller, Principal Investigator,
(VEA-74-C-86) assisted by Graduate Research Assistant Sharon Davis.

A proposal has been developed for investigating the determinants of the curricular decisions made by eighth graders for their high school programs. A causal model has been developed and work on instrumentation continues. It is planned that data will be collected in the Fall after the instruments are piloted.

Project 74-5: (VEA-74-C-85) Associate Professor Joan R. Egner, Principal Investigator, assisted by Graduate Research Assistant Gladys Johnston.

The purpose of this study was two-fold. The first purpose was to determine the relationship between level of self awareness and career awareness of sixth grade students. The second purpose was to determine the effects of instruction in career education as an interveining variable between self awareness and career awareness. In measuring the relationship between self and career awareness, the influence of other variables such as sex, socio-economic status, number of siblings, and I.Q. were also determined.

A total of 86 students in the sixth grade from two school districts participated in the research. They were all students of teachers who had participated in a six-week Career Education Workshop sponsored by the New York State Education Department.

The Career Awareness Inventory by Dr. Fadale, and the self awareness scale measuring real and ideal self by Bledsoe were used to measure self and career awareness through an interview schedule. A pre-test and a post-test were given in October and March.

Results indicate a slight but not statistically significant relationship between self and career awareness. The career education program was very successful in increasing career awareness but not self awareness. I.Q., socio-economic status and number of siblings are related to self and career awareness.

Project 74-9: (VEA-74-2-263) Associate Professor Dalva E. Hedlund, Principal Investigator, assisted by Associate Professor Joan R. Egner, Assistant Professor George Posner, Research Associates Robert Young and Barbara Montgomery, and Graduate Research Assistants Paul Clements, Marlene Ginsburg, Michael Herriman, and Myra Malmed.

The project intends to develop, evaluate and disseminate a system for occupational program planning in community colleges. The initial effort of the project has been the development of the system.

The system has been developed through the efforts of the project staff, an advisory committee of deans from six community colleges, and consultants in various areas of program planning. The system organizes the necessary content and steps for two major decisions about a program, whether it warrants full investigation and whether it deserves implementation at the college.

The project has produced two documents. The first document is entitled Occupational Curriculum Planning in Two Year Colleges: Toward a New System. It reviews the developments in program planning in two-year colleges and systems theory that are important to the development of a system for occupational curriculum planning. The second document, A System for Occupational Curriculum Planning in Two Year Colleges, is the preliminary edition of the project system.

The next step in the project will be the field testing of the system in the development of occupational programs at four community colleges. The selection of college sites is currently in progress. The field testing will enable the system to be evaluated and revised for presentation in a final form. The final form of the system will be disseminated to community college educators at regional workshops in Spring 1975.

Project 74-10: (ESEA-42-73G-11) — Assistant Professor Kathryn M. Moore, Principal Investigator, assisted by Dr. Helen C. Veres, Research Associate, and Ms. Elizabeth Dow, Graduate Research Assistant.

The genesis for this project is found in New York State Regents Position Paper No. 14: Equal Opportunity for Women. The project focuses on individual and family background factors which effect program and career choices of women in two-year colleges.

Survey and interview instruments were developed and administered to samples of female (and male) students in four New York State two-year colleges. Analysis of the data is underway and a summary report will be available in late summer.

The project was funded under a grant of ESEA Title III administered by the Bureau of Two-Year College Programs in the New York State Education Department. The project has been continued for FY'75 and will be expanded to include two-year colleges in New York City.

Project 74-13: (HEA-73-059-008) — Professor John Wilcox, Project Director, assisted by Mr. Richard Saltford, Co-Director; Dr. Donovan Russell, Research Associate; Dr. Helen Veres, Research Associate; Professor J. Paul Leagans, Principal Consultant; and Research Assistants Mr. Peter Botsman, Mrs. Sarla Lall and Mrs. Patricia Pryse.

The Central Region Continuing Education Studies were undertaken in an eleven county area to (1) inventory continuing education opportunities for adults provided by a wide range of organizations, i.e., educational organizations, employers, labor unions, social and cultural groups, and government agencies; (2) assess the education needs of adults in various occupational categories; (3) develop a model for optimal adult education information and counseling delivery; and (4) contribute to regional program planning, coordination and resource rationalization for continuing education.

Working with volunteers organized by 40 Rotary Clubs, 1000 needs assessment interviews have been completed with 3,000 in process. In addition, 500 special blue collar needs assessment interviews have been completed and sessions to identify education needs from the employer point of view have been initiated throughout the region.

An inventory of adult education programs, policies, and personnel is underway throughout the region. The Regional Learning Service of Syracuse is completing an inventory in 22 institutions of higher education. The Central Region Committee of Directors of Continuing Education is facilitating an inventory of the resources of business and industry. With the assistance of Cooperative Extension Associations, an inventory of social and cultural organization resources is underway. Project staff are conducting an inventory of continuing education resources in secondary and proprietary schools.

Project team members have developed a comprehensive typology which has been adopted statewide for the orderly retrieval, storage, and dissemination of continuing education information. They have put together a thorough demographic publication for use by continuing education planners; and have prepared a document of four chapters on a concept of continuing education, the client system, the knowledge utilization system, and the delivery system.

Preliminary findings indicate that while many education opportunities exist, a large proportion of adults do not participate. Furthermore, it appears that those who do not participate are for the most part those with the greatest need; i.e., they are the least educated, from the lower socio-economic groups, and of rural or center-city residence.

It is obvious that project efforts are creating a widespread awareness of needs and resources. The involvement of many interest groups; e.g., industry, educational institutions, Cooperative Extension, Rotary Clubs, Senior Citizens Councils, and civic and social organizations has created a constituency for continuing education that promises to be active and effective.

Goal: *to increase effective and efficient dissemination of information about occupational education and research results.*

*Career Commentary*. Six issues of this newsletter were published during 1973-74. Three thousand copies of each issue were distributed to principal Institute clientele. The policy of disseminating by bulk mailing to institutions was continued.

Career Education News, a McGraw-Hill publication, quoted extensively from four separate issues of Career Commentary. Further, Career Education News arranged for national distribution of two feature items from the newsletter: the report on the Holland Patent Information Management System, and the Instrument for Evaluation of Teacher-Made Career Education Materials.

A general format for Career Commentary includes: (1) Notes From Here and There - vignettes of local activities; (2) Staff Notes - biographical notes and reports of staff activities; (3) Project reports - on new and continuing projects; (4) Research reports - on findings and recommendations; (5) Bibliographies - with annotations, and (6) Proposed implements for use in needs assessment and evaluation.

*Publications*. Two hundred twenty-one copies of the pilot edition of Occupational Development Seminar: Instructor's Manual were distributed by the Institute. The publication is available in microfiche and hard copy through the ERIC system. Corning Community College and Cazenovia Junior College report the development of credit courses based on the Manual. Correspondence from other two-year colleges indicate numerous adaptations of the material for use in non-credit settings and/or incorporation of suggested learning activities in existing credit settings.

Performance-Based Professional Inservice Needs of Secondary Level Occupational Teachers in New York State is in use by Colleges in New York State and at the Ohio Center for Vocational and Technical Education. Twenty-five copies of the full report and 250 copies of the Resume' have been distributed.

Cornell's Instructional Materials Service has continued as the agency for dissemination of Institute publications. IMS has handled requests for 600 copies of the Teacher's Manual for the Career Awareness Inventory and 3,900 copies of the Student Booklet for the Career Awareness Inventory. In as much as recipients were given carte blanche permission to reproduce the Student Booklet, we have no absolute measure of the extent to which it has been utilized.

Publications with the printers, with promised delivery during July and August include: A report on the associate degree nursing program, a module of instruction in career decision making, and a pilot model for curriculum decision making in the two year college.

Project 74-18: Auto-tutorial Study Skills Program. Professor Marvin D. Glock, Principal Investigator, assisted by David Bender, Graduate Research Assistant.

This project was completed during 1972-73. During 1973-74, a publications contract has been negotiated between Cornell University and C.E. Merrill Publishing company. Publication date for this multi-media material has been established for February 1. Income from royalties will be returned to the Institute to be utilized in the development of other products.

A publisher's advance against royalties provided the resources for final preparation of manuscripts and audio tapes.

*Goal: to provide training and experience for present and future professional leaders and researchers in the area of occupational education.*

Project 74-2: (VEA-74-C-86) Associate Professor Dalva E. Hedlund, Principal Investigator

The Occupational Development Seminar was conducted at Corning Community College by Joseph Spitzer, Counselor. During the Fall term the Seminar was run on an experimental basis and monitored by the principal investigator. Evaluation data, unfortunately, were not completed according to an evaluation plan which would have assessed changes in occupational choice, amount of occupational information known, self-esteem, and decision making skills.

The Seminar was approved as a three-credit course at Corning and it was offered again during the Spring term. Considerable information on how each part of the Seminar design worked was collected and modifications in the handbook are planned for possible future publication.

A shortened version of the seminar (8 weeks) was offered for women at Cazenovia College with success. Parts of the seminar were also offered at Jefferson and Jamestown Community Colleges.

Project 74-3: (VEA-74-C-86) Professor William E. Drake, Principal Investigator, assisted by Graduate Research Assistant Peter J. Gray

A procedural model to guide the production of a Compentency-Based Teacher Education (CBTE) program in agricultural education has been developed. The competencies inherent in the Model Curricula for Vocational and Technical Teacher Education developed by the Center for Vocational and Technical Education at Ohio State have been thoroughly examined as to their usefulness in a CBTE program. Through a continuing review of the literature and attendance at the American Association of Colleges for Teacher Education's Leadership Training Conference on PBTE, background information on systems of instruction and evaluation and appropriate research directions have been accumulated. A library of materials including program descriptions, actual modules of instruction, and general philosophical considerations of the concept of CBTE pro and con, is being formed. Finally, two papers in addition to the one planned for publication have been written in connection with the project: "The Development of a Sound Teacher Education Program", an in-house description of the merits of CBTE in relation to the psychological development of undergraduates; and "Competency-Based Teacher Education: Affective Objectives Are In", which has been submitted for publication to The Journal of Teacher Education.

Project 74-7: (VEA-74-C-86) Professor John Wilcox and Dr. Gene M. Winter

The Institute was host to the Second Annual workshop-seminar for New York State Directors and Assistant Superintendents of Occupational Education on January 13-16 at the Statler Inn on the university campus. The seminar was jointly sponsored by the Institute and the Office of Occupational Education, New York State Department of Education, and planned with the aid of a committee of Directors of Occupational Education. The seminar theme this year was "Annual and Long-Range Planning". The seminar was attended by 51 local administrators, several State Education Department and Institute staff members and special guest from Puerto Rico, Mrs. Luz Algarin de Ramos.

Seminar presentations were made by Robert S. Seckendorf, Assistant Commissioner for Occupational Education; Florence E. Sutler, Director of the Division of Occupational Education Planning; and Donald Dyer, Director, Erie County BOCES #1. The superintendent's view of planning was addressed by Joseph J. Blaney, District Superintendent of Westchester BOCES #2.

W. Keith Kennedy, Dean, New York State College of Agriculture and Life Sciences addressed the seminar at the opening dinner meeting. Other Cornell faculty addressing the Seminar included Professor John Wilcox, Director of the Institute; Dr. Gene M. Winter, Associate Director; and Professor William E. Drake. Twelve director/participants assisted in group leader and discussion panel roles.

The evaluator in residence, Robert Morgan from the Center for Occupational Education, North Carolina State University, delivered the summary address and spoke to the "Look Ahead". Evaluation information from the participants was very positive allowing Institute staff to look ahead to the coming year's seminar effort.

Project 74-8: (EPDA SED C-67775) — Dr. John Wilcox, in cooperation with Mr. James McCann, Associate in the Bureau of Inservice Education; Dr. LaVerna M. Fadale; Dr. Gene M. Winter; and Graduate Research Assistant Gladys S. Johnston

Ten inservice institutes for career education were held during a six-week 1973 summer session for approximately 400 elementary teachers in 62 teams. The institutes were located at 6 SUNY colleges and 4 private colleges in New York State. The effort was organized in terms of the statewide strategy and institute model developed at inception of the project.

Each site was visited a minimum of twice by CIOE staff during the 1973 summer sessions. CIOE participated in the evaluation of 62 mini-grant proposals prepared by the participating elementary teams, post-session meetings, follow-up to participants and directors and collecting samples of participant prepared products.

The Final Report of the 1973 cycle was published April 1, 1974. Copies were distributed to the State Education Department, Regional Career Education Coordinators, and institute directors. The publication has been submitted to the ERIC Clearinghouse for Career Education for accession in the ERIC system.

The 1974 or second cycle is directed at the middle school with participating teams chosen to represent levels or grades of 5 through 9. Eleven sites have been selected at seven SUNY colleges and four private colleges with each having a director and co-director. A six-session directors' training program has been conducted during March, April, May and June.

The 1974 cycle of institutes are underway this summer in five-week sessions. CIOE will continue with on-site evaluative visits, post-session meetings, and follow-up activities.

A part of the CIOE involvement is to continue to facilitate cooperation of the EPDA effort with the Regional Career Education projects sponsored by the Office of Occupational Education.

Project 74-11: (VEA-74-2-238) Dr. Martha Muncrief, Principal Investigator; Dr. Gene M. Winter, Associate Director, CIOE; and Jill Posner, Graduate Research Assistant.

From the beginning this project was a joint effort between the Cornell Institute and the Nursing Education Unit, State Education Department. The project purpose was to study factors affecting the performance of associate degree nursing graduates on the State Board Test Pool Examination (the licensing examination).

Nursing Education Unit records and a mailed questionnaire were used to collect data from all 35 ADN programs which had graduated at least three classes. Eight ADN programs were selected for more complete study. These programs varied widely as to success on the licensing examination and geographic distribution. Visits were made to each of the eight colleges to collect data about program and student characteristics.

Findings from the study are included in the project final report. Also included is a program evaluation inventory which was developed from the findings and is designed for use by nursing departments in self-appraisal.

Project 74-19: (VEA-74-C-86) Professor William E. Drake, Director; William I. Lindley, Principal Investigator

The major purposes of this study were (1) to provide an analysis of teachers and occupational directors' attitudes toward vocational youth organizations in area occupational centers, (2) to identify problem areas, and (3) to make recommendations that would enable youth organizations to function more effectively in New York State's Occupational Centers.

The population surveyed came from three distinct groups. A self-administered questionnaire was completed by occupational directors, current youth organization advisors and a random sample of non-advisor vocational teachers from New York State's occupational centers. Much of the data collected was descriptive in nature and means and percentages in certain categories were most useful in describing the attitudes and opinions of the respondents. The chi-square technique was employed where it was appropriate for determining levels of significance. All findings described as significant are at the 0.01 level.

Findings. (1) The responsibility for successful vocational youth organization activities in the occupational centers lies with the teachers and the administrative support they receive. (2) The teachers and occupational directors generally did not understand the aims and purposes of vocational youth organizations. (3) There is a need for increased inservice education in the area of vocational youth organizations. This can also be interpreted as a need for including additional youth organizations training in preservice

teacher education programs. (4) Vocational youth organization opportunities are not adequate in the occupational centers. Eighty-seven percent of the directors felt that a greater percentage of their students should be involved. (5) One vocational youth organization to serve all the occupational specialty areas is not a satisfactory arrangement. (6) Leadership training cannot be effectively taught in the classroom setting. (7) Student enthusiasm is a problem, and additional research is needed to better define the profile of students attending vocational classes. There is a need to better understand the interests, abilities, and needs of students in occupational education.

The final report of the study is complete and on file at Mann Library, Cornell University. A resume' was published in Vol. III, No. 5, Career Commentary, April 1, 1974.

Leadership Training: Institute staff and cooperating professors

The ongoing involvement of graduate research assistants in nearly all of the Institute's research and development projects provides for a balance of professional preparation essential to their eventually coping with the realities of career education professions. We find great reward in the individual successes of these men and women who are now assuming new leadership roles.

Dr. Gladys Johnston has been appointed to a faculty position at the State University, Rutgers, New Jersey.

Peter B. Botsman has been appointed to a faculty position at the New York State College of Human Ecology, Cornell.

William C. Deyo will return to the guidance staff in the Albany, New York City School System where he will have a major responsibility for occupational guidance.

Stephen A. Korducavich will return to his professorship at Broome Community College.

*Goal: to provide field services in support of the efforts of the several constituencies served by the Institute.*

| | |
|---|---|
| Project 74-14: (Contracts - Career Education) | Professor John Wilcox and Dr. LaVerna M. Fadale; Cooperating Professors Dr. William E. Drake, Dr. Joe P. Bail, Dr. Arthur Berkey, and Dr. Harold Cushman; and Graduate Research Assistants Alan Rudnitsky and William Deyo. |

In response to an expressed need by the Regional Directors, a third-party program evaluation proposal was offered by CIOE for 1973-74. The contracted evaluation proposal provided for visitations and consultation by the cooperating professors plus support services by the research assistants. Examples of these services included telephone consultation, library research, provision of original and published evaluative instrumentation, proposal consultation, materials dissemination, program component consultation, third-party interviewing and data collection.

Five regions contracted for these services including: Broome-Delaware-Tioga - Earle Spaar; Stamford - Ron Fleming; Holland Patent - Angela Gentile; Norwich - Gerald Griffiths; and Saratoga.

Interim reports were compiled for each of the contracted regions during mid-year. Final reports were submitted June 30.

CIOE will provide the evaluation service to the 5 contracted regions if they choose to continue for 1974-75. Due to staff limitations, CIOE is not recruiting for additional regional contracts. However, the Institute has informally cooperated with personnel from other colleges who have contracted with regional coordinators.

In addition, the Institute plans to continue to provide support and services on an informal basi to the regional directors as requested.

During 1973-74, the staff responded to requests by regional directors for 3 presentation days, 4 inservice components, 1 test consultation and 1 research consultation/report component. In most instances more than one staff member was required, thereby, totaling approximately 15 working days devoted to these activities.

Project 74-15: Services to Two-Year Colleges (Contracts)

During 1973-74 the Institute provided third-party evaluation services under a memorandum of agreement with six separately funded projects at five New York State two-year colleges. The Institute's involvement was in large measure funded under provisions of the individual project grant to the respective college; service and accountability relationships were between the Institute and the College project staff. The colleges and projects served are listed below:

Delhi Agricultural and Technical College
- Tri-County Regional Development Project (ARC)
- College Skills Project (VEA)

Schenectady Community College
- Paraprofessional Training Project (VEA)

Tompkins-Cortland Community College
- Career Counseling Center (VEA)

Ulster County Community College
- Service Technicians Program (VEA)

Onondaga County Community College
- PACE - Programs of Articulated Career Education (VEA)

These project evaluation efforts also relate directly to the Institute's objective to provide training for future leaders through the use of graduate students working in the field on real problems under the direction of the Institute Director and Associate Director. We are hopeful of being able to continue such service and training efforts and have the potential for five project evaluations during the coming year.

Project 74-16: (VEA-CO-73-F-1090) Summer Inservice Workshops for Consumer-Homemaking Teachers

The Institute served as the administrative agency to facilitate the work of the Bureau of Home Economics, SED. Arrangements were completed for an inservice workshop to train five coordinators who in turn conducted five regional five-day curriculum workshops. Personnel for programs and consultant services were provided by the Bureau of Home Economics Education.

Project 74-17: (VEA-74-F3-733) Adult Consumer-Homemaking Conference, Sharon Davis, Research Assistant

The theme of the 1974 Adult Consumer-Homemaking Education Institute was "Raising Your Child Development Quotient". The three-day institute featured a lecture on "Effective Means of Parents Communicating with their Children - Parent Effectiveness Training". Other topics covered during the institute were child care at meetings, child abuse, fundamentals of Pre-K, humanistic approach, teacher methods and resources, learning in early childhood, and inservice training plans. A field trip to an adult consumer-homemaking center and observations of the child care facilities in operation were also part of the program.

The conference was conducted at a site in Albany, New York. Staff of the Bureau of Home Economics Education and the Director of Occupational Education Supervision were actively involved in the conference program. Conference evaluation services were provided by the Bureau of Occupational Education Research.

Services Provided for Professional Conferences

As a direct outgrowth of CIOE research and development activities, cooperating faculty, Institute staff and graduate research assistants were invited to participate in a number of state, national and international conferences. The following listings are illustrative:

| State Conferences | Representatives |
|---|---|
| American Society for Training and Development | Peter B. Botsman<br>Helen C. Veres |
| CBTE Conference at Cornell | Joe P. Bail<br>Arthur Berkey<br>Harold Cushman<br>William E. Drake<br>John Wilcox<br>Gene M. Winter |

| | |
|---|---|
| Center for Student Development,<br>Student Affairs Conference,<br>Glens Falls, NY | LaVerna M. Fadale<br>Martha Muncrief |
| Conference of Professional Nurses | J. Paul Leagans |
| Education Policy Research, Syracuse | Peter B. Botsman |
| Home Economics Teachers Association | LaVerna M. Fadale<br>John Wilcox |
| Multi-State CBTE Conference at SUNYA | William E. Drake |
| N.Y.S. Personnel & Guidance Association | Joan R. Egner<br>Dorothy J. Jackson<br>John Wilcox<br>Gene M. Winter |
| Work Experience Coordinators Association | Gene M. Winter |
| Workshop on Fiscal Accountability, Center for Student Development, Rensselaerville | Sharon Davis<br>Donald Moore<br>Kathryn Moore<br>Helen C. Veres<br>John Wilcox<br>Gene M. Winter |

| National Conferences | Representatives |
|---|---|
| AACTE Conference on CBTE | William E. Drake |
| American Educational Research Association | Sharon Davis<br>Joan R. Egner<br>LaVerna M. Fadale<br>Dorothy J. Jackson<br>Gladys Johnston<br>Kathryn M. Moore<br>Helen C. Veres<br>Helen L. Wardeberg |
| American Vocational Association | James G. Bennett<br>John Wilcox |
| Conference on Cooperative Education,<br>Winthrop College, South Carolina | James G. Bennett |

| | |
|---|---|
| National Association for Women Deans, Administrators and Counselors | Sharon Davis<br>Joan R. Egner<br>LaVerna M. Fadale<br>Dorothy J. Jackson<br>Gladys Johnston<br>Kathryn M. Moore<br>Helen C. Veres<br>Helen L. Wardeberg |
| Northeast Educational Research Association | Joan R. Egner<br>Gladys Johnston<br>LaVerna M. Fadale<br>Kathryn M. Moore<br>Helen C. Veres |
| Ohio Center for Vocational and Technical Education | Arthur L. Berkey<br>Gene M. Winter |

| International Conferences | Representatives |
|---|---|
| Njala University College, Sierra Leon | William E. Drake |
| Kelvin College, Brisbane, Australia | Peter B. Botsman |

A multiplicity of local and regional presentations directly connected with ongoing research and development projects have not been reported here. For example, in excess of forty public presentations were made during the conduct of Central Regional Continuing Education Studies, and Institute staff have responded repeatedly to requests from the coordinators of regional career education projects for presentations supportive of their inservice education efforts.

## PROJECT DEVELOPMENT EFFORTS

As noted earlier in this report, two major projects were planned and initiated during the year. Major effort in connection with these projects will be conducted during 1974-75 and project time lines project continued efforts during 1975-76 subject to the availability of funding. A third major effort continues toward involvement of the Institute in the cooperative development of an Instructional Support System for Occupational Education.

### Project 75-11: An Assessment of Professional Needs in Programs of Occupational Education in New York State

The basic purpose of this research project is aimed at defining the professional personnel development needs of occupational education personnel in New York State. The objective is to provide basic (comprehensive) data on the professional staff engaged in secondary and post-secondary level occupational education in the state so that analysis can be made to develop profiles of professional personnel engaged in occupational education; trends can be established to support projections to determine additional professional staff needed in the future and professional development systems to be programmed to meet those needs.

Data to be collected, assembled, analyzed and evaluated regarding professional staff engaged in occupational education in New York State will include: a) Present Professional Occupational Education Position/Assignment; b) Certification Information; c) Prior Professional Experience in Occupational Education; d) Other Occupational Education Programs in which qualified; and e) General Personal Data: Age; Geographic Origin; trade; industrial or business experience; years of occupational experience.

The outcome of this research project will be a document which will provide an analysis of the current professional staff engaged in Secondary and Post-Secondary level occupational education, analysis of the current situation, and recommendations in regard to professional staff and professional staff development needs in Secondary level occupational education in New York State.

The basic data would enable the State Education Department and educational institutions in New York State to plan for the academic and professional training needed for future additional professional staff required to meet the demands of anticipated program growth in Secondary and Post-Secondary level occupational education.

The document will address the development of information management procedures which will become an integrated part of the ongoing New York State occupational information management system. It will provide meaningful and interfacing data essential to establishing priorities and enhancing decision-making relative to programs of professional preparation for personnel in Secondary and Post-Secondary level occupational education.

Project 75-12: A System for Identifying, Evaluating and Disseminating Curriculum Materials in Occupational Education

The continued expansion in the number of educators involved with occupational education and the concurrent outpouring of new materials in this area have created a situation which is in great need of organization and coordination of effort. The development of a viable system to identify, evaluate and disseminate exemplary curriculum materials and information for occupational educators is urgently required. The materials evaluation project will be concerned with efforts which are pointed in this direction.

Some of the objectives of this study are to select and train regional task forces of occupational education teachers to identify, evaluate and disseminate materials; to strengthen and increase the responsiveness of occupational education to the needs of disadvantaged, handicapped groups and students with special needs through innovation and exemplary program implementation; to extend and develop modular, flexible and performance-based curriculum and to increase and enhance the articulation between all levels of education as these relate to career and occupational education.

Project 75-13: Comprehensive Instructional Management System for Occupational Education in New York State

The Institute director and staff have cooperated with the Assistant Commissioner for Occupational Education, his staff and the staff of the Riverside Research Institute toward planning a cooperative effort to design and implement a Comprehensive Instructional Management System. It is anticipated that efforts initiated during December 1973 will culminate in a formal grant relationship early in the fall of 1974.

Institute efforts will be directed toward management of the involvement of occupational education personnel in development of curriculum basic to such a management system. A close working relationship among State Education Department personnel, Institute staff and faculty of the Cornell Department of Education will be essential to this development effort. The Riverside Research Institute will supply the systems expertise essential to rational implementation of such a management system.

## EVALUATION

During the period October 30 - November 2, 1973, the Institute was subject to an external review conducted by a panel appointed by the Dean of the College of Agriculture and Life Sciences. The panel was charged to review current research, extension and resident instruction of the Department of Education, College of Agriculture and Life Sciences, Cornell University.

Panel membership included: Dr. Merle Borrowman, University of California at Berkley; Dr. David Krathwol, Syracuse University; Dr. Harold E. Mitzel, Pennsylvania State University; Dr. Robert E. Taylor, The Ohio State University; and Dr. Edward C. Moe, U.S. Department of Agriculture.

A complete copy of the panel's report may be found in the Office of the Dean of the College of Agriculture and Life Sciences and/or that of the Department of Education chairperson. For purposes of this annual report only that section of the Review Panel's report dealing directly with the Institute is quoted:

> "VI. The Institute for Research and Development in Occupational Education
>
> Given the sources of funding and the external initiative for its establishment, the Institute is to be commended for the progress it has made. Some of the significant gains are:
>
> -- the degree of involvement of faculty and graduate students;
>
> -- the scope of work with major sponsors;
>
> -- project completions that have resulted in new contracts;
>
> -- establishment and/or strengthening of critical contacts with the State Department and with schools;
>
> -- direct involvement in attempts to solve problems of educational practitioners;
>
> -- substantial support for public service and research efforts of the department;
>
> -- substantial support for graduate students.

"These are important gains for the department. These additional observations and suggestions are proposed:

1. The Institute should avoid the trap of self-imposed limitations. Responding to State Department initiatives and requests is not enough. It should develop a programmatic thrust of its own built on departmental and faculty interests, and identify needed research over a five or even ten-year period. Despite the gains made, the present work could be criticized as being fragmented and in some aspects - pedestrian. This comes in part from its 'action orientation', its dependence on external support and the lack of institutional funds. A stronger planning effort could help protect the Institute from self-imposed and funding sources imposed limitations.

2. It would seem to be desirable to have the Institute Director supported by Cornell funds, and the Associate Director, perhaps, jointly supported by Cornell and the State Department. Such an investment by Cornell would strengthen planning, provide stability and enable the Institute to be pro-active rather than re-active. Under such an arrangement, the Institute could establish a matrix of goals and research problems based on department interests against which they could seek/accept/reject external support. The Institute has demonstrated its ability to attract support and to relate diverse elements of the department and campus in a focused program.

3. The department and the University should aid the Institute in working toward multi-year funding, seek multiple funding sources, and evolve a more rigorous and fundamental research effort.

4. Emerging career education concepts might provide a paradigm which could embrace and establish a basis for bringing together several current interest areas such as occupational education, post-secondary administration, policy development, extension education, adult education, community service and alternatives in education."

## SUMMARY AND LOOK AHEAD

The third year of Institute activity has involved an expansion of activity and supporting staff. We believe that considerable progress has been made toward overcoming some of the reservations noted in the external evaluation report. The general focus remains one of addressing problems of educational practitioners and we do not take umbrage in that role. Many Institute projects are drawing upon scattered, isolated and more limited theoretical research activities to synthesize practical models which when adequately

field tested should contribute toward a body of proven practice useful in the improvement of program quality and more effective use of limited financial resources. Initiative for such projects has been shared by the Institute staff, the Cornell Department of Education faculty and program administrators in the State Education Department. In that respect we have a healthy partnership.

The voluntary involvement in Institute activities by twenty-seven members of the University faculty has been a continuing strength of the Institute. It contributes to both the vitality of the Institute and a multi-disciplinary examination of research and development needs in occupational and continuing education.

The contributions made by nineteen graduate research assistants during 1973-74 have made it possible for staff and faculty to extend their reach in responding to identified needs. For the research assistants, this involvement has addressed a poignant need for relevancy in programs of professional preparation.

The tenuous relationship of the Institute to the college, the department of education and other units of the University still concerns many of us. While the college and university contribute much to support of the Institute and its staff, such contributions remain "in-kind" and "ad hoc". Little progress has been made toward building a sound institutional base for perpetuation of the Institute's extant and sought for contributions in the fields of occupational and continuing education. The quest for such an institutional base will be a major priority during the fourth year of operation.